

ST0896 Level 3 Peer worker Assessment Plan

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the Level 3 peer worker apprenticeship. It should be read in conjunction with the General Requirements for Apprenticeship Assessment. Where there is conflict between this AAP and the General Requirements, this AAP takes precedence. Assessment organisations must also comply with the relevant regulatory framework for apprenticeship assessment.

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. As such, assessment organisations must design assessments to ensure:

- employers have confidence that the apprentice has reached the expected performance standard
- apprentices are sufficiently secure in their knowledge and skills, so that they could demonstrate their competence in different contexts, for example, a different workplace

Assessment Outcomes

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in assessments. All assessment outcomes must be assessed.

Knowledge and skills statements in **bold** are mandatory and must be assessed in every version of the assessment that is made available.

Knowledge and skills statements that offer opportunities to develop functional English and maths are identified with an asterisk.

Assessment Outcomes	Mapping
AO1: Peer relationships and boundaries Establishes and maintains mutual, reciprocal and values led peer relationships, applies appropriate boundaries, uses trauma informed and culturally aware approaches, manages ethical issues, and prepares for the planned or natural ending of the peer relationship.	K1, K3, K4, K8, K9, K10, K11, K19, K31, K42, K48, K54 S1, S2, S3, S4, S6, S16, S17, S33, S46

Assessment Outcomes	Mapping
AO2: Lived experience and empowerment support Uses lived experience purposefully, supports empowerment and self-determination, models self-help and self-management strategies, and works with individuals to coproduce problem solving and self-defined goals.	K5, K12, K13, K14, K15, K16, K17, K25, K26 S5, S7, S8, S9, S10, S11, S15, S18
AO3: Signposting and community connections Supports individuals to understand care and support options, connects them with community resources, identifies new opportunities, supports individuals with referrals, removes barriers to access, and signposts in ways individuals can use independently, including following up.	K18, K20, K21, K22, K24, K27, K28, K29, K30, K32, K33 S12, S13, S19, S20, S21, S22, S23, S24
AO4: Facilitation, training and community education Sets up and facilitates peer groups, delivers presentations and small group training, tailors learning to audience needs, and promotes understanding of peer support and lived experience perspectives.	K23, K35, K36, K37*, K38 S14, S25, S27*
AO5: Advocacy and collaborative working Advocates for individuals' rights and choices by challenging discrimination, promoting lived experience perspectives, and ensuring equality focused, person led support. Collaboratively works across teams and networks to embed peer-based approaches, influence service improvement, and incorporate meaningful feedback from individuals and colleagues.	K2, K6, K7, K34, K39, K40, K41, K43, K44, K55, K56 S26, S28, S29, S30, S31, S32, S35, S47, S48
AO6: Professional development and personal effectiveness Manages time and workload, participates in supervision, appraisal and CPD, uses reflective practice to improve work, and maintains wellbeing and self-care.	K45, K46, K47 S34, S36, S37, S38, S39

Assessment Outcomes	Mapping
AO7: Risk, safeguarding and information governance Identifies and discusses risk, promotes positive risk taking, and acts on safeguarding concerns. Adapts communication to meet needs and maintains accurate and co-produced records while meeting confidentiality, consent and information sharing requirements.	K49, K50 , K51, K52 , K53*, K57, K58 S40, S41 , S42, S43, S44, S45, S49* , S50

Assessment requirements

Assessment organisations must set apprenticeship assessments. Assessment organisations should consider how technology and digital tools can support innovation and efficiency.

Assessment organisations must design apprenticeship assessments to include at least one **professional discussion**.

Any additional assessments must be selected from the following list of methods to ensure the assessment outcomes are met in full. Assessments available in the list may be used more than once:

- **observation**
- **portfolio**
- **presentation**
- **question and answer**
- **journal**
- **additional professional discussion**

Apprentices may be assessed at any appropriate point during their apprenticeship programme.

Assessments may be designed to allow a centre or training provider to mark assessments. The assessment organisation is responsible for ensuring all assessments are sufficiently reliable and valid, and for the accuracy of any centre or training provider marking.

Performance descriptors

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessment organisations must design assessments that align with these descriptions.

Performance criteria	Pass	Distinction
Applied knowledge	Applies sound application of factual, procedural, and theoretical peer work knowledge in a broad range of varied work activities, performed in a variety of contexts, most of which are complex and non-routine.	Applies thorough application of factual, procedural, and theoretical peer work knowledge in a broad range of varied work activities, performed in a variety of contexts, most of which are complex and non-routine.
Applied skills	Selects and applies peer work skills, methods, and procedures consistently in a broad range of varied work activities and a variety of contexts, most of which are complex and non-routine. Solves well defined problems, which may be complex and non-routine, with sound judgement.	Integrates using peer work skills, methods, and procedures proactively and resourcefully in a broad range of varied work activities and a variety of contexts, most of which are complex and non-routine. Solves well defined problems, which may be complex and non-routine, that improve outcomes.
Regulatory and procedural awareness	Applies legislation, regulation, and guidance relevant to the role, with minimal noncritical errors, and with some depth of insight and adaptability.	Interprets and applies legislation, regulation, and guidance relevant to the role, with minimal noncritical errors, and with greater depth of insight and adaptability.
Communication and collaboration	Participates effectively in multi-disciplinary teams and applies effective communication approaches.	Communicates clearly and confidently in multi-disciplinary teams, adapting communication approaches.
Information use and decision making	Interprets and evaluates peer work information relevant to the role, from a variety of sources, making shared decisions and actions with sound judgement.	Applies evaluation of peer work information from a variety of sources, relevant to the role, with insight, supporting conclusions that improve outcomes.
Responsibility and autonomy	Takes responsibility for initiating and completing peer work tasks and procedures including, where relevant, taking responsibility for supervising or guiding others. Exercises responsibility, autonomy and judgement within limited parameters.	Takes responsibility for initiating and completing peer work tasks and procedures with confident autonomy and sound judgement within limited parameters. Proactively manages own work, confidently, recognising when to refer issues beyond their responsibility.